



JOB DESCRIPTION & PERSON SPECIFICATION

College Department:	Teaching
Position Title:	Learning Leader
Position Classification:	Position of Additional Responsibility (PAR)
Tenure:	As per Employment Agreement

COLLEGE PURPOSE

We are a welcoming, caring, Christ-centred learning community where students grow, flourish and are inspired to make a difference.

COMMITMENT TO CHILD SAFETY AND WELLBEING

St Martins Lutheran College has a zero-tolerance approach regarding harm to children and young people and are committed to acting in students' best interests and keeping them safe from harm.

Each member of the College has a responsibility to understand the important and specific role that they play individually, and collectively, to ensure that the wellbeing and safety of all students is at the forefront of all that they do, and every decision that they make.

JOB DESCRIPTION

1. Position Summary

The Learning Leader is responsible for the leadership and day-to-day operation of a nominated Learning Team, driving curriculum innovation, improving teaching and learning practices, and raising student achievement in alignment with the College's Purpose, Values, Vision, Mission and Strategic Plan.

Working collaboratively with the Head of Learning, Teaching & Innovation (R-12), the Learning Leader ensures that curriculum design, delivery, and evaluation are effective, evidence-based, and responsive to student needs. The Learning Leader also builds staff capacity within their Learning Team, fostering a culture of high expectations, collaboration and continuous improvement.

2. Reporting and Working Relationships

- Reports to the Head of Learning, Teaching & Innovation (R-12)
- Leads a nominated Learning Team and may supervise non-teaching staff
- Collaborates with other Learning Leaders, Coordinators and members of the College Leadership Teams
- Member of relevant teaching and learning committees

3. Key Responsibilities

The key responsibilities of a Learning Leader align with the AITSL Professional Standards for Middle Leaders, which guide the enabling dispositions and core leadership practices expected of middle leaders across Australian schools.

1. Enabling Dispositions

- Model and promote the Purpose, Vision, Mission and Values of the College and of Lutheran Education

- Build trust and collaboration within the Learning Team, promoting high expectations and shared responsibility for student outcomes.
- Lead with open-mindedness, empathy, courage, and resilience, especially in challenging situations.
- Promote reflective practice and encourage staff to align pedagogy with student needs and evidence.

2. Enabling Knowledge and Skills

- Apply educational expertise to improve teaching and learning.
- Guide curriculum development and ensure vertical and horizontal alignment across year levels.
- Use evidence and data to collaboratively solve teaching and learning challenges.
- Build staff capacity through coaching, mentoring, and professional dialogue, including supporting early career teachers.
- Engage in self-reflection and ongoing professional learning, responding to feedback.

3. Enhancing Understanding and Respect for Aboriginal and Torres Strait Islander Peoples

- Promote culturally responsive teaching and curriculum planning.
- Identify opportunities to embed Aboriginal and Torres Strait Islander perspectives within units of work and assessment tasks.
- Support staff to build understanding of Aboriginal and Torres Strait Islander histories, cultures, and contributions.
- Collaborate with community members, where appropriate, to ensure inclusive and respectful teaching practices.
- Contribute to a culturally safe learning environment free from discrimination and racism.

4. Coordinating High-Impact Teaching and Learning

- Lead curriculum design and implementation for subjects within the Learning Team, ensuring alignment with ACARA and College policy.
- Champion evidence-based pedagogy and meaningful use of ICT.
- Monitor curriculum coverage and support cross-curricular collaboration across faculties and year levels.
- Guide teachers in differentiating instruction to meet diverse student needs.
- Oversee the quality and consistency of assessment design and moderation processes.

5. Leading Improvement in Teaching Practice

- Use achievement data, including external results, to inform teaching and planning.
- Facilitate professional dialogue and collaboration within the team.
- Lead the development and review of a Learning Team Development Plan aligned to the College's Strategic Plan.
- Coordinate performance development and appraisal within the team.
- Collaborate with the Head of Learning, Teaching & Innovation (R-12) on professional learning priorities.

6. Managing Effectively

- Manage the Learning Team's budget, resourcing, and textbook orders.
- Ensure that students are allocated to teaching groups and that class structures are established.
- Maintain Learning Team policies, procedures, and a team handbook.
- Lead regular team meetings and ensure clear internal communication.

- Contribute to school-wide meetings, events, and curriculum planning.
- Communicate professionally with families and stakeholders.
- Support relevant College events and enrichment opportunities.

Statement of Flexibility

This job description outlines the primary responsibilities of a Learning Leader. As the College's operational needs evolve, the scope of this role may change accordingly. The Learning Leader is expected to demonstrate professional flexibility and take on other duties as required, provided they align with the College's priorities, fall within the employee's area of expertise, and are appropriate to their classification level. The specific responsibilities assigned to a Learning Leader may differ based on the particular learning area or faculty they support.

4. Special Conditions

This is a fixed-term Position of Additional Responsibility (PAR), which may require attendance outside of standard teaching hours or normal school days. This may include participation in planning days, faculty or curriculum area meetings, strategic planning sessions, or other College events. These expectations will be communicated in advance and negotiated in accordance with the College's leadership expectations and the provisions of the Lutheran Schools SA Enterprise Agreement.

The position will be re-advertised at the conclusion of this period and is subject to the College's cyclical review processes. The formal review process will include an evaluation of the teaching programs offered within the Learning Area.

PERSON SPECIFICATION

1. Educational / Vocational Qualifications

- Current registration with the South Australian Teachers' Registration Board
 - A current South Australian Working with Children Check
 - Evidence of current Responding to Risk Harm, Abuse and Neglect (RRHAN) training
 - A minimum of Basic Emergency Life Support training
 - Teacher Accreditation in Lutheran Schools Australia, or willingness to complete upon appointment
 - Valuing Safe Communities training, willingness to complete upon appointment
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2. Personal Skills, Abilities & Aptitude

- Strong interpersonal and communication skills.
 - Proven ability to lead teams with empathy, confidence and purpose.
 - High-level planning, organisational and problem-solving skills.
 - Capacity to inspire professional growth in others.
 - Demonstrated ability to manage competing priorities and change effectively.
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3. Knowledge and Experience

- Comprehensive knowledge of a curriculum area and of current trends in curriculum development.
 - Strong knowledge of Australian Curriculum and assessment practices.
 - Demonstrated success in leading curriculum design and instructional improvement.
 - Experience with staff development, coaching or mentoring.
 - Familiarity with data analysis tools and strategies for tracking student progress.
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4. Work Health and Safety

All staff are expected to comply with the College's Work Health and Safety (WHS) Policy by taking reasonable care for their own health and safety and that of others. This includes maintaining a safe and hazard-free work environment, using equipment correctly, reporting safety incidents, and actively supporting a culture of safety in the workplace.

APPROVAL

Job Description & Person Specification Approved

(Principal (Print Name)

(Signature)

Date:

Acknowledged by Person Selected

(Print Name)

(Signature)

Date: